THE SOUTH INDIAN TEACHER

Vol. XXIX	SEPTEMBER 1956	No. 9

TEACHING OF SOCIAL STUDIES

(A broadcast talk by Mr. Bramwell)

I arrived in Madras on a Saturday evening almost three weeks ago, and the circumstances surrounding my arrival were anything but auspicious. I stepped from the Bombay Mail into what I should describe as a deluge. But worse was to follow—in the crowds my host and I missed each other. As matters have since fallen out, neither the rain nor my enforced wait at the railway station has been the bad omen I mistook it for when I arrived. I have in fact much enjoyed the work I came to Madras to do.

For the last three weeks I have been conducting a course for teachers in Secondary Schools on the teaching of Social Studies. The fifty-three members of the course have come to Saidapet Teachers' Training College from Andhra, Madras, Travancore-Cochin, Mysore and Pondicherry—but mainly from Andhra and Madras. Most members of the course are living at Saidapet which is where I am giving my lectures.

The fact that teachers have come from as far afield as Travancore-Cochin, Mysore and Pondicherry shows how widespread present interest is in Social Studies. How are we to account for such interest? My answers will run us into political realms, and if they seem shall we put it kindly and say—a little unsophisticated, I must crave your indulgence for this is my maiden visit to India.

But let us return to my reasons accounting for the present interest in Social Studies. Your India is a social democracy of fairly recent creation. Now democracy, as I think you will agree, is the most difficult of all forms of government to operate. The success or failure of a democratic government depends not so much upon elaboration of political machinery as upon the goodwill and good sense of its citizens. This is where Social Studies comes in, for one of the main objects of Social Studies courses is to introduce boys and girls to the notion of sharing fully in their own self-government, now as well as in the future.

Your Society and your economy are undergoing rapid change. Our philosopher Whitehead has pointed out that "in the past the time span of important changes was considerably longer than that of a single human life .... To-day this time span is considerably shorter than that of a human life," and accordingly, he went on, we must prepare future citizens to face "a novelty of conditions," *a novelty of conditions*. References to the classics, references to the wisdom of the sages of your long heritage will not answer hosts of the new problems which your children must face in building the New India. Part of the object of teaching Social Studies is to train children to tackle problems intelligently. The good teacher of Social Studies tries to provide his pupils with opportunities to face problems seen by them to be problems with intelligence and with the aid of a battery of useful skills.

I have offered you only two reasons for the present widespread interest in Social Studies. I could have offered you many more but I must pass on now to review briefly the nature and scope of the Social Studies courses my students and I have been discussing at Saidapet. Most parents with children in school to-day have some notions about Social Sudies, but perhaps they will bear with me for a moment as I pause to explain the meaning of Social Studies to those who are not now usually concerned with the work of schools. Any definition of Social Studies must refer to its two aspects—the aspect of information, matter or material and the aspect of social and intellectual skills and attitudes the latter being learnt largely as a result of using new methods of studying the former. Let us look at the information, matter or material aspect of Social Studies first. Social Studies is a new group 'subject' I am using the word subject in inverted commas—a new group subject which takes as its field the discussion of "How do people live and why they live as they do?" The principal object of Social Studies courses of all kinds is to teach children about the social world they live in. One of our best known English writers on the subject said recently that Social Studies courses were mainly devised to help children make friends with their world. To do that effectively a Social Studies course must take frequent glimpses into the past to see how present conditions have arisen. With the object of shedding some light on conditions in their own countries children studying Social Studies must often look abroad to see how other peoples live. If children are to know something of the rights and duties of citizens in their own society, then presumably they must have some knowledge of Civics. A Social Studies course may, however, include mention of facts and simple interpretations commonly said to belong to the spheres of the sociologist, social psychologist and economist. This material centres round the study of man in his world, and specialists in teaching Social Studies claim that their 'subject'—still in inverted commas—is a unity which should not be broken by any sharp division into the customary subjects of the curriculum. Any new idea meets with resistance from the interests it appears to threaten. Social Studies is a newcomer to education and as such meets with resistance. I know well enough that many of my colleagues do not share my interest in the teaching of Social Studies. Within my allotted thirteen minutes on this programme, I simply cannot marshal and rehearse for you the arguments for and against Social Studies. But I can assure you that many educationists who have tried to do honest jobs of reading and thinking in this field, have concluded that children of secondary age gain greater benefit from following well designed courses in Social Studies than they do from following conventional courses in geography, history and civics. Put the claim no higher than this—that the supporters of Social Studies have a case which deserves careful consideration by all teachers and all parents. At Saidapet we went pretty thoroughly into this case in the first fortnight of our course.

Let us now consider briefly that second aspect of Social Studies which I mentioned earlier—the aspect of Social and intellectual attitudes and skills. Immediately you ask "What sort of skills is he talking about?" and then, "How does he think he can teach them assuming it desirable that he should do so?"

One major group of skills which falls under this heading is that of clear thinking. Recently, one of the leaders of educational thought in India asked this question "Can we inoculate our students against demagogic or commercial or anti-intellectual propaganda, against mass media?" The short answer is that we can indeed do much to help children to think critically and clearly. True, we cannot turn a boy of medium intellectual calibre into a brilliant thinker, but we can help him to make economical use of his mother wit.

A boy does not learn to swim by memorising text-books on swimming. He learns to swim by swimming, clumsily at first but later with increasing deftness. In the same way, our pupils learn to think clearly by thinking and by thinking with diminishing clumsiness. Be sure of this that our pupils will never learn to think through getting their lessons by heart. If we wish to

teach them to think effectively we must practise them in thinking effectively. We must call on them to distinguish in practice between fact and opinion. We must see to it that by practice they learn to recognise sweeping assertion, coloured language and the more obvious of statistical fallacies. The educational accent here is upon doing and not upon talking about doing. Any adequate teacher of Social Studies must, therefore, be able to employ at will various so-called active methods of teaching. He must be able to face his pupils with problems meaningful to them to solve which they must think consecutively and clearly. In Saidapet in the last three weeks, we have spent a substantial part of our time using ourselves as subjects for experiment with active methods of teaching and their corresponding active methods of learning.

A good citizen is much more than a knowledgeable one. Besides having some civic understanding, he must be disposed to act and to act in what we may perhaps best describe as a good neighbourly fashion. A "good" citizen will thus be disposed to talk over his differences with other men soberly and quietly; he will not be disposed to take the law into his own hands and to offer violence if he cannot immediately have his own way. Teachers of Social Studies are fully alive to the great differences which distinguish the merely well-informed from the well-informed and well-disposed citizen. By employing various methods as also by presenting certain materials, teachers of Social Studies try to generate in their pupils attitudes, permanent dispositions that is, towards socially desirable action at local, national and international levels.

Though he may lack apparatus of even the simplest kind, the teacher of Social Studies always has a laboratory. This laboratory is that small corner of the world in which he and his pupils live. In his laboratory he can at least observe people,—people at work and people at play; people worshipping and people shopping. Many features of this small world are representative of the wider world of all mankind. I wish that we who have been together this last three weeks in Saidapet could have made a thorough study of the ordinary work-a-day lives of men, women and children in our neighbourhood. We were prevented from making such a study merely by lack of time, but we did visit a number of interesting places in or near Madras. We went to the G.P.O., to a school, to cotton, motor car and coach factories, to local centres of religious life and to a rural community project. May I take this opportunity of extending once more our cordial thanks to those kind persons who made such visits so enjoyable a part of our course?

I have not been able to do more than to quote my own experiences of teaching Social Studies in England to members of my course in Saidapet. I have asked them to take over from my experiences only what they found appropriate to their own settings. But discussions with members of the course have certainly shown me that our weeks together have proved productive to all of us.

—*By courtesy of A.I.R., Madras.*

Subscribe for

SUNSHINE

BEST MONTHLY MAGAZINE PUBLISHED IN ENGLISH

What Every Home, School and College Must Have

Edited by

Dr. G. S. KRISHNAYYA, M.A. (Madras), M.A., Ph.D. (Columbia)

Highly praised by Education Ministers, Directors and Parents.

AGENTS WANTED EVERYWHERE

Rates of Subscription:

Monthly **0-8-0** Annually **5-8-0**

Please write to:—

The Manager, SUNSHINE, POONA-5

"NEW FRONTIERS IN CHILD WELFARE."

(Chairman's Address at Section IV— Organization and Administration of Child Welfare Services)

By

K. G. SAIYIDAIN,

Educational Adviser to the Government of India.

I am happy to have this opportunity of being associated with the session of the National Conference on Child Welfare, though I seriously doubt whether I have any special competence to deal with the theme which this particular Section has to discuss. I did plead my inability but it was not taken seriously. There is no limit to the penalty that one has to pay for the sins of an ex-officio faults!

I wonder whether you have specially noticed the aptness and the attractiveness of the main theme which this Conference has chosen: "New Frontiers in Child Welfare". The age in which we are living is, in a way, facing the thrill of "New frontiers" in many directions—social, political, economic and cultural. The whole of the present century has been a century of great challenges and opportunities as well as great trials and tribulations, for the world as well as for India and, in many ways, it has changed the pattern of our lives. But the turn of the mid-century has intensified the process with the achievement of freedom on the home front and the dawn of the atomic age on the international front. We are trying in various ways to meet this challenge—through our Five-Year Plans, through the orientation of our foreign policy in the direction of peace, through the establishment of a socialist democracy which will give all our people—and not any particular class—an equitable share in the good life. It seems to me that this adventure is no less thrilling and fascinating than the adventure which the discoveries of new continents have had to face in exploring new and expanding frontiers. In America, for instance, during the last century it was a project to push back the *natural* frontiers to clear swamps and jungles, to build new cities and towns and to tame the wild forces of nature. To-day, we have no such physical frontiers to explore but our task is really much more significant and rewarding—we have to push back the frontiers of poverty and ignorance and disease and superstition so that life in its fullness may be given to our millions of fellow men and women who have been denied this opportunity for centuries. Making the physical face of the world attractive is a great achievement but infinitely greater is the miracle of the social policy which heals social wounds, removes social injustices and clears the human brow of the weight of many avoidable cares. It is this great task in which we are now engaged—how far we will succeed in it depends on the integrity of our minds and the sensitiveness of our hearts.

I am defining for the moment the objective of our efforts. I am not quite sure whether in our actual programmes, as designed, there is sufficient clarity of perception about priorities. This is to some extent evidenced by the fact that, while we are launching on very big industrial and technological projects, we have not been able to provide for an adequate modicum of social services. I fully appreciate the weighty considerations which have gone into the formulation of our Five-Year Plans and I concede the validity of the argument that wealth must first be produced before it can be either used for social and cultural purposes or distributed to the people. I am also prepared to accept, within limits, the plea that the present generation must tighten its stomach belt and moderate its thirst for culture in the interest of building up the edifice of a better and more spacious life for the next generation. I cannot,

however, help feeling that, both from the point of view of improved production and psychological motivation, this argument should not be pressed too hard or too far and that it is not altogether wise to expect the present generation to make undiluted sacrifices for the next. There are certain *minimum* facilities not only in the matter of food, clothing and shelter but also of health, education, recreation and culture which we must try and provide *now*—even though it may involve going a little slower on the industrial front. If we can do so, we may not only increase the efficiency but also the sense of well-being in our people and create the enthusiasm necessary for battling with the big national projects. The call on people's idealism must be tempered with a sense of realism and a realization that, even though the spirit may be willing, the human flesh is weak, and if the Lord has to temper the mind to the shorn lamb, can we afford to do otherwise ?

This applies to the field of social services in general and to the entire population. But when we view this problem in the context of the child population, the case becomes immensely stronger and there is little room for compromise. Some one in the West described the 20th Century as the "Century of the Child". I do not think we can make that claim yet for our country. There is no doubt, however, that this is the approach called for by our social conscience as well as the demands of the existing situation. We may economize on everything ; we cannot afford to economize on our children. All our claims to being a cultured and civilized people will sound hollow if we cannot give, in the near future, a better deal—a radically better deal—to the children of the nation. In *this* field, at least, we should be a little impatient of the excuses that are often made on various grounds. If, during the terrible years of the first as well as the second world war, Great Britain could ensure that whatever calamities and deprivations befell the adult population, the children were not allowed to suffer, is there any reason why, under somewhat less abnormal conditions, we should aim lower ? You will be surprised and edified to hear—if you do not know it already—that, at the end of both these wars, the British children were found, on the whole, to have improved in height, weight and general health, that their milk and midday meal service and their health and educational services were not interrupted, that even the blitz over London, which led to the great evacuation, was turned into an educational opportunity by giving the city children the benefits of rural experience. What one country has done another can do, within its limitations, provided there is the same determination and sense of values.

I do not wish to convey the impression that nothing is being done in our country for children. It is a matter of satisfaction that official as well as voluntary agencies have launched quite a number of programmes for promoting children's welfare and a Government, headed by a great lover and friend of children like Pandit Jawaharlal Nehru, could not possibly do otherwise. The establishment of the Central Social Welfare Board, devoted mainly to the good of women and children, is one concrete, large-sized earnest of this concern. But there are many others—the establishment of pre-primary and primary schools, the opening of children's parks, the planning of Bal Bhavans and Children's Museums, the activities associated with Shankar's Weekly under which our children's writings and paintings are beginning to attract world wide attention, the increasing care being given to the problem of children's health, the introduction of social and extra-curricular activities in schools and the institutions, at the higher age level, of Labour and Social Service Camps, youth hostels, travel-round-the country scheme, and the measures taken for the improvement of the lot of juvenile delinquents and other physically and mentally handicapped children. All this is good but, compared to the total size of the problem in our country, it is not *good enough* and imaginative enough. The object of a Conference like this and a Council like the Indian Council for Child Welfare should be to focus the attention of the Government and the public sharply on this problem, to find out the lacunae in the present programme and to suggest a policy that would co-ordinate the present activities and quicken their tempo.

May I venture to suggest for your consideration what I regard as the main problems which have to be faced in this connection ? Firstly, there is a large number of agencies—Central and State Governments, Boards and Committees and Departments set up under official auspices, local bodies, voluntary organisations—some well established others rather amorphous—and many well-meaning and charitably inclined individuals who are carrying on work in the field of child welfare. While I would not favour a rigid uniformity of approach or hedging this activity with too many restrictions, there is obviously need for planning and co-ordination of effort so that the rather inadequate resources in men and money that are available can be fully utilized. A careful survey of needs in this area may reveal that, while some Sectors are being comparatively well covered, there are others which are not being looked after at all and these are the points at which available official and non-official resources can be most profitably concentrated. As one illustrative instance, I may refer to the utterly inadequate attention paid to mentally deficient children or, to take an entirely different example, the absence of parks and children's playing grounds in crowded city areas which exposes them to many physical and social dangers. A comprehensive approach, based on an intelligent survey and appraisal of the existing situation, may also indicate types of activity that can be organized with comparatively modest financial resources, for which we need not wait many weary years. I cannot see, for example, why any civic authority cannot set apart well planned children's corners in public parks where they can play about freely and, with the help of some apparatus, equipment and simple materials, find opportunities for self-expression. This requires co-ordinated effort, not merely at the State or Central level but also—and that is really in some ways more important—at *local* level. What our country imperatively lacks is *not* so much leadership of a high order at the national and State level—we *have* something of this precious commodity, thank God, and it is this that has enabled us to weather many storms—but *local leadership* and a sense of civic pride and the existence of numerous small and dynamic groups which are devoted to the solution of these problems for their own communities. (I use the word community here in the original sense of a civic community and not in the sense that it has come to acquire in recent decades !) I suggest that the most appropriate agency to take the initiative in this field is the local authorities which are naturally indicated for the role of leadership. They can raise additional resources more easily for the purpose, because if there is a well organized campaign, it becomes difficult for the parents and the public to turn down requests for schemes of welfare meant for their own *children*. Also, it is easier to pay for tangibly good things which are being done for ourselves directly here and now than to pay for purposes which are rather remote and impersonal and, therefore, not concrete or compelling for which the average citizen is asked to pay various kinds of taxes.

Secondly, there is the problem of legislation on which I do not propose to say much. There has been a certain amount of piecemeal legislation for the protection of children from the worst forms of exploitation and social abuses but I am afraid we have not yet been able to view the situation comprehensively. This needs to be done as a matter of high priority and I hope the symposium that is planned in this Conference on "Child Welfare Laws and their Enforcement" will give a lead in this direction. But while I would plead for a comprehensive survey, I will not insist on a great deal of legislation being pushed through in a hurry merely to satisfy our conscience or to fill up our Statute book. It is important, both for practical and psychological considerations, that whatever legislation we pass is actually enforced and no one is allowed to defy it with impunity. The legislature must certainly take all possible difficulties into account but once the law has been passed with open eyes, it is the duty of the Executive to ensure that it is effectively enforced. This has not been done in many cases with disastrous results. I am not too enamoured, for instance, of the political expediency under which the American Supreme Court has given its verdict in favour of de-segregation but left it to the Executive to dilly-dally with the implementation of that wise and human

policy—because, forsooth, it might infuriate the reactionaries! As Buddha said, "You cannot do the right thing hesitantly and in stages, because evil will then come sweeping in with force and undo the good"

Thirdly, there is the question of resources. Inspite of the poverty of the country, it is a fact that we have many large and small Charitable Trusts whose total income runs into millions but these funds are not being properly utilized at present. This is sometimes due to mismanagement or malafides and sometimes to the wrong definition of objects and purposes. With the changes that have come into our society, there is need for defining the term "charitable purposes" more rationally and imaginatively and, where necessary, to invoke the aid of the Legislature to ensure that these funds which are, after all, national assets are put to proper use. I am aware that, in some States, action has been and is being taken for this purpose, but it is necessary to attack the problems with greater courage and to place the needs of children and other deprived groups above the salvation of the original donor's soul which the present rather limited purposes are supposed to serve. Perhaps it may not be altogether sacrilegious to suggest that, in the case of many long established Trusts, that objective may have been already achieved! In addition to these larger sources, we can try out many small but widespread schemes of saving like the "Penny a week" Appeal of Save the Children Fund in the United Kingdom, through which organized effort can collect fairly large sums of money for local purposes. There is also the possibility that the poor and the near-poor may not depend merely on the charity of their richer fellow men but may pool their own labour and meagre resources to provide for some of the most urgently needed amenities for their children. Thus have many alert and socially conscious communities built schools and hospitals and community centres and children's parks for themselves without depending on external aid. We should endeavour to widen this beneficent circle. In fact there are infinite possibilities if the game of social service is played with joined hands! As a nation, we are not very strong yet in building up co-operative projects but it is essential to pass through this discipline without which we can neither cultivate the right values and outlook nor act effectively. It is actually on the anvil of co-operative work that the character and ideology of the individual and the group are forged and there is no social purpose to which we can devote ourselves more fruitfully and wholeheartedly than service to our children. We should be ready to share our experience in this field with others, relying on agencies like this Council to act as a Clearing House as well as a catalytic agent.

Finally, there is the great problem of trained personnel without which it is not possible to make much headway. While I do not agree with the champions of *expertise* who would confine social work to trained persons only—for that would limit the work cruelly and discourage many voluntary workers gifted with devotion and idealism and, in this big country we cannot afford to do either—I realize well enough that in this field there is need for experts, at the organizers level and at the level of research into the many difficult problems that have to be solved. Many people do not realise that the child is a very delicate and complicated organizm who cannot be properly looked after and trained by any ignorant layman. They are equally unaware of the complex interplay of social forces which goes on in any society or community. Now, without careful research and appraisal, we cannot possibly be sure how our well-meaning, but possibly ill-informed, policies and measures are reacting on the children, both as individuals and as a group. So I would plead for a national policy which will give a high priority to the training of personnel, a fact which has been clearly recognized and stressed by the Planning Commission also.

I do not propose to take any more of your time. I do not know if I have said anything that you do not know already—in fact some of you know these things much better than I can claim to do. But our immediate problem is not so much to say new things as to try and put into practice ideas and activities which have already won approval both in this and other countries which are facing similar problems. So let us go ahead with the good crusade.

THE FIFTH GENERAL ASSEMBLY OF THE W. C. O. T. P. MANILA

(August 1—8, 1956)

The Fifth General Assembly of the World Confederation of Organisations of the Teaching Profession had its Session at Manila from August 1 to August 8, 1956. Sir Ronald Gould, President of the Confederation, presided. The Assembly was inaugurated by the President of the Philippines Republic. The main theme of the Conference was the teacher and the well-being of society. This topic was discussed at four sectional conferences. The sections were asked to consider the problems in relation to (1) Rural areas, (2) Urban areas, (3) Under-developed countries, (4) Highly industrialised countries. All the four sections considered the efforts made in the respective areas to enable the schools to serve as Community Centres. They made the unanimous recommendations that teachers have a great responsibility in community development and that teachers organisations should include in their policy, a statement regarding the teachers' responsibility in working for community development. They also required the Governments of the countries to provide facilities for teachers for participation in this work and ensure to them both the status and prestige necessary for successful work in this direction.

The General Assembly agreeing with these recommendations passed a Resolution incorporating these suggestions.

India was represented at this Conference by three delegates of the All-India Federation of Educational Associations, the National Association affiliated to the WCOTP. The delegates were Shri S. Natarajan, Shri B. R. Desai and Shri A. K. Sen. There were also two observers Mrs. Muriel Wasi, Ministry of Education and Dr. G. S. Krishnayya, Editor of "Sunshine," Poona. Shri S. Natarajan was the leader of the Indian delegation.

Shri S. Natarajan was appointed Reporter to the Section relating to the Rural Areas. Shri S. Natarajan was elected as Member of the Executive Board of the World Confederation of Organisations of the Teaching Profession. He was also appointed to a Provisional Consultative Committee to the WCOTP for meeting the officials of the UNESCO and learning of the UNESCO education programme with a view to recommending to WCOTP the lines on which the World Confederation of Organisations of the Teaching Profession can help to further UNESCO education programme. Shri Natarajan was appointed Observer of the WCOTP to the General Conference of the UNESCO to be held in Delhi during November, 1956.

The General Assembly was attended by over 200 persons, delegates and observers. There were 32 delegations and observers from 16 countries. The Congress of the Philippines voted 75,000 pesos for the expenses in connection with holding of this Conference and the delegates and observers were treated as guests by the Philippines Government. Mention should also be made of the Philippines Public Schools Teachers' Association which was entrusted with the complete arrangement of the Conference. The programme included visits to various educational institutions in and around Manila and programme of cultural activities provided by several Cultural and Educational Associations of Manila. The delegates had ample opportunities of studying the educational programme of the Philippines States and particularly their Community Centre Schools. The delegates at the General Assembly evinced great interest in the educational programme of India and the Indian delegates were kept fully busy answering queries about India's educational pro-

gramme and particularly the programme of basic education. There was also a Workshop of Editors of Educational Journals in South East Asia. Ten countries were represented by 41 editors. The Workshop had the benefit of the guidance of the officials of the American Educational Press Association and the Experts of the UNESCO in the field of the educational publicity. Besides general sessions, where problems of production, editing and circulation of journals were discussed, there were groups working on specific problems connected with Educational Journals. There were also individual discussions with the experts on improvement of individual educational journals towards making them more effective conveyers of news and educational theories.

INDIA AND THE WORK OF UNESCO

Speaking at the first Conference which in 1946 established the United Nations Educational, Scientific and Cultural Organisation the Indian delegate, Rajkumari Amrit Kaur, stated that the new institution would have to strive both for truth and for peace. "I should like", she added, "to assure all the delegates that we shall do all we can to implement the attainment of these noble objectives". Since then, the history of India's association with UNESCO has amply confirmed this assurance and a relationship now exists in which both sides have been able to contribute effectively.

As one of the original member states, India has taken part in the work of UNESCO since the very beginning, more than ten years ago. In 1949 an interim national commission met for the first time and, in July 1952, the Indian National Commission for UNESCO was set up on a permanent basis with Maulana Azad, the Minister of Education, as its Chairman.

In virtually every aspect of UNESCO's activities, India's influence has been felt. Education is a good example. In December 1952, Bombay played host to a major regional conference on free and compulsory education in South Asia and the Pacific. studies on compulsory education, women's education and rural teacher training, written by Indian educators, have been published by UNESCO. A teaching handbook on Education for World Understanding has been completed by the Indian Institute for Educational and Cultural Co-operation.

In fundamental education, which is aimed at raising rural living standards, co-operation between India and UNESCO has been specially fruitful. The adult education programme of Mysore State has served as a practical classroom for a UNESCO Centre where an international group of educators was trained as fundamental education leaders. In 1952, Mysore was also the site of a course in the use of visual aids in education conducted by two Indian educators, a Canadian artist and a British book illustrator. Previously, the team had conducted a similar course at the Central Institute of Education in Delhi. Students for these courses were drawn from India's "associated projects"—educational and rural development schemes which have a working arrangement with UNESCO for an exchange of information, and, if necessary, expert assistance.

Indian participation in UNESCO's science programme has been equally important. Since 1948, Delhi has been the headquarters of UNESCO's South Asia Science Co-operation Office set up to facilitate the exchange of scientific research in the region. UNESCO's Arid Zone Programme was initiated in 1948 as the result of a proposal by the Indian Delegation at the third session of the UNESCO General Conference, and, in 1953, the Indian Government acted as co-sponsor with UNESCO of a symposium on the utilization of wind and solar energy in India's desert regions. UNESCO is now planning to allocate new and bigger resources to help solve the vital problem of arid lands. This "major project" would

cover research, experiments and educational programmes in an area stretching from Egypt across Asia to Ceylon. If this project is passed by the General Conference meeting in New Delhi this year, a great part of the work involved would be concentrated on India.

India's interest in science has been underlined with the annual award of the £1,000 Kalinga Prize donated by Mr. B. Patnaik, a Cuttack industrialist for outstanding achievements in the interpretation of Science to the general public. (Since 1952, it has been awarded to Prince Louis de Broglie of France, Dr. Julian Huxley of Great Britain, Mr. Waldemar Kaempfert of the United States, and Dr. Piy Suner of Venezuela).

In the social sciences, Indian enabled an American sociologist, Gardner Murphy to carry out a study of social tensions which appeared in book form in 1953. This year, UNESCO is establishing in Calcutta a Research Centre on the social implications of Industrialization in Southern Asia. The aim of this centre is to bring the resources of science to bear upon the basic problems of social development, in order to assist India and neighbouring countries in their economic progress.

The same pattern of co-operation has marked the relations between UNESCO and India in the sphere of cultural activities. In 1951 the Indian Government and UNESCO launched the Delhi Public Library as a pilot project to show the way for development of public library services in adult education throughout India and South Asia. This library served as a model for similar undertakings in Latin America and in Africa. Indian contributions to UNESCO studies include works on the philosophical basis of human rights, the main cultural currents in the present-day world, humanism in education and the teaching of philosophy, as well as the organisation of a seminar on the teachings of Mahatma Gandhi. It is also worth noting that one of the most successful publications in the UNESCO World Art Series is devoted to the paintings of Ajanta.

Another phase of UNESCO's programme, the UNESCO Coupon Scheme, has been well received in India. This country is one of the world's biggest users of UNESCO coupons, a form of international currency facilitating the purchase of books, educational films and scientific equipment by buyers in countries where hard currency allocations are controlled. More than $ 880,000 worth of UNESCO Coupons has already been allocated in India, where, in addition, the UNESCO Gift Coupon plan now serves twenty educational institutions.

India's association with UNESCO has yielded immediate and practical results in the field of technical assistance for economic development. UNESCO technical assistance in India has been targeted to complement the Government's long term plan to expand scientific research and training. It has supplied for instance an international team of specialists to the Indian Institute of Technology at Kharagpur near Calcutta. In this connection UNESCO aided the Institute in establishing a course in the techniques of industrial production to aid students in applying their academic training to the production line. A similar mission will begin work this year at Bombay at India's second regional technological institute. Previously in Poona, at the Central Water and Power Research Station, UNESCO scientists worked with Indian engineers in solving harbour problems and in setting up the nation's most modern ship testing tank. Another UNESCO team worked as advisors in the establishment at New Delhi of the Indian National Scientific Documentation Centre. By the end of 1955, the centre was meeting requests for 5,000 documents and 500 translations a year.

But technical assistance is a two-way relationship. While there are eight UNESCO "experts" working in India at present, there are no less than ten Indians on UNESCO technical assistance missions in Afghanistan, Brazil, Indonesia, Iraq, Liberia, Libya and the Philippines.

NEWS AND NOTES

PERAMBUR, MADRAS

The Founder's Day of Rao Bahadur Calavala Cunnan Chetty's High School, Perambur, was celebrated on Saturday, 1st September, 1955 with Sri M. Bhakthavatsalam, Minister for Agriculture, in the chair.

On arrival, the Minister was received by the Headmaster who introduced the members of the Trust Board to the Minister.

Sri C. Ethiraj, B.COM., Correspondent, welcomed the Minister and requested him to do whatever may be possible to promote the interests of this institution.

Sri M. Nammalwar Chetty, a member of the Trust Board, then delivered the Commemoration Address.

The Headmaster read the Annual Report which gave an account of the various activities of the school. Verses in Tamil, Telugu and Hindi were sung by the students in praise of the Founder and the members of the Board of Management.

After distribution of prizes, the Hon'ble Minister addressed the gathering which consisted of several parents, old boys, retired Headmasters and teachers. The Minister thanked the Management for giving him an opportunity to associate himself with the tributes paid to the Founders.

Sri G. Krishna Arya, B.A., B.L., thanked the Minister for sparing the time to be with them. He also thanked M/s. B. G. Paul & Co. for printing the reports free of cost and other publishers for their gifts. He also paid tribute to the Correspondent for his painstaking labours in the matter of administration and thanked the Headmaster and the staff for the good work done by them.

With the singing of the "Jana Gana Mana" the function terminated.

TIRUPAROYTURAI

Vivekananda Training College, Tiruparoyturai, conducted its Citizenship Training Camp for the academic year 1956-57 at the Singara Tope, Sowcar Gardens, Pettavathalai. The inaugural function of the Camp was held on 7th August, 1956 and the camp was to last upto 15th August. Rev. Fr. A. J. Tamby, Correspondent and Headmaster, St. Joseph's College High School, in his inaugural address drew the attention of the campers to the fact that thinking in the present day world is so conspicuous only by its absence. He observed that education is that which trains the mind to judge men and things in the right perspective.

Besides the members of the staff of the College, eminent citizens of Tiruchi came over to Pettavathalai to deliver addresses. Sri M. P. H. Albert, Headmaster, Bishop Heber High School, gave a lecture on "Citizenship Training in Schools". Dr. Kalamegam spoke on "St. John's Ambulance". Sri Velayutham, Executive Officer, Dt. Central Co-operative Bank on "Co-operative Movement", Sri K. V. Ratnam on "Scouting & A.C.C.", Dr. Sambasivam on "Health Principles", Dr. Raghavan on "First Aid" and Sri R. Ramakrishnan, Headmaster, Vivekananda Vidyavanam High School, Tiruparoyturai on "Social Behaviour".

The 14th instant was observed as the Visitors' Day in which many visitors thronged the Campsite.

The Valedictory Address was delivered on the 14th inst. by Sri G. Vedakkan, District Educational Officer, Tiruchi. He brought to light the chances provided by the noble profession—Teaching—and its bright and ennobling aspects. On the 15th inst. the Citizenship Training Camp came to a close.

TIRUKATTUPALLI

The Teachers' Association, Sir Sivaswami Ayyar High School, Tirukattupalli, was 'At home' to Sri S. Jagannathachariar and Sri K. Vedantam on 10th August, 1956. The function was got up on the occasion of the retirement of Sri Jagannathachariar and to felicitate Sri Vedantam on his leaving the

School and taking up Professorship elsewhere.

Mr. Subbaraman, the Headmaster and President and Messrs. P. G. Rajagopalan, Venkataraman and Santhanam paid glowing tributes to the qualities of head and heart of the guests. They spoke of the creative, artistic, and histrionic talents of Sri S. Jagannathachariar for over three decades. They also spoke of Mr. Vedantam as a pioneer in the field of Agriculture, an integral part of the School curriculum and a regular contributor to the Sunday Edition of the "Hindu" on matters, Agricultural.

The guests replied suitably. Mr. Swaminathan, the Secretary, proposed a vote of thanks. With the singing of the National Anthem the meeting came to an end.

INDEPENDENCE DAY

(15th August, 1956)

The Staff and pupils of the Sourashtra Secondary School, Madurai celebrated the 10th Independence Day under the presidency of Sri N. M. R. V. Mahadevan on 15th August, 1956. Sri R. Ramasubbu, B.A., B.T., the Headmaster welcomed all those present.

After hoisting the National Flag, Sri N. M. R. V. Mahadevan, the Honorary Secretary of the School explained the significance of the Flag and the importance of the Independence Day Celebration. Sri B. S. Venkatram, Sri P. S. Parasuram and Sri J. K. Ramamoorthy, also spoke on the importance of the Day and advised the pupils to take a pledge to serve our country and safeguard our hard-won freedom.

With a vote of thanks by Sri L. R. Kasiraman, the function came to a close. Sweets were distributed to the children.

REFRESHER COURSE IN HINDI

A refresher course in Hindi will be conducted in Periyakulam near Kodaikanal, Madurai district from October 4 to 11 (during Dasara holidays) for the benefit of Hindi pandits in the employ of Government, Local Board and Management schools and for the registered Hindi pracharaks in the Tirunelveli, Madurai and Ramanathapuram districts.

Only 50 Hindi pandits and pracharaks will be given admission to the course. The candidates who wish to avail themselves of this opportunity are requested to apply to the Special Officer, Hindi Refresher Course, Hindi Prachar Sabha, Tiruchirapalli on or before 15th September, 1956, through the respective school authorities. No fees will be charged for the course. Boarding and lodging arrangements will be made by the Sabha free of charge.

The course consists of lectures on the modern scientific methods of teaching Hindi to non-Hindi speaking pupils on comparative study of Hindi and Dravidian languages and appreciation of Hindi poetry. Model classes will also be conducted by experts in pedagogy to demonstrate the practical application of the educational theory.

S. R. SASTRI, M.A.,
Secretary.

BETTER TEACHING ABOUT ASIA IS RECOMMENDED BY UNESCO MEETING

That "teachers must impress upon children the unity and continuity of world civilization" was one of the general conclusions of a meeting of educators which took place at UNESCO House from 2 to 12 May, 1956. The meeting which was convened to examine how the presentation of Asian cultures in Western teaching can be improved included exports from 16 countries: Australia, Austria, Belgium, Chile, France, German, Federal Republic, India, Italy, Japan, Philippines, Sweden, Switzerland, Turkey, United Kingdom, United States and the U.S.S.R.

After examining reports sent by UNESCO National Commissions in 18 Western countries, the educators present at the meeting noted the "inadequate coverage" and the "general lack of objectivity in treatment" of Asian civilization and histories in western textbooks and teaching in general. They recognized however that detailed treatment of all Asian countries cannot be expected, and stressed the difficulties involved in a radical revision of sylla-

buses. They put forward a number of very broad suggestions which might be regarded they said, " as the essential minimum in the teaching of Asian cultures "

These minimum conditions, as stated by the participants of the meeting, are the following :

(1) A balanced emphasis upon the contribution of Asian peoples to the development of human civilization ;

(2) The more detailed treatment of several great Asian civilizations, the object being to provide some understanding of their essential characteristics ;

(3) The introduction of biographical material relating to outstanding Asian figures ;

(4) An attempt to portray in a vivid and realistic way some conception of ways of life and thought by reference to such matters as family, transport, food, education, architecture, literature, etc.

(5) The treatment of culture contact between East and West, especially in the last two hundred years ;

(6) A study of some of the more basic contemporary issues in Asia both from the point of view of internal development and external relations.

In addition the meeting gave a series of practical suggestions concerning the methods of teaching, the use of audio-visual aids such as film-strips, films, music recordings, etc., and the training of teachers, particularly through seminars in which orientalists and Asian educators might participate.

Finally the meeting drew up a list of recommendations to UNESCO asking for the organization of exchange of textboods and consultations among educators on a bilateral basis, and for the preparation of regional meetings arranged by one or several national commissions. The experts also insisted on the need for collections of Asian literature, for use by teachers which show how Asian peoples have viewed themselves, and recommended that UNESCO assist in the production of materials for use in anthologies.

GURUSAMIPALAYAM

The inaugural meeting of the Teachers' Association of Sengunthar Mahajana High School, Gurusamipalayam, was held on 25th August, 1956. Mr. S. J. C. Louis, Headmaster, Municipal High School, Rasipuram, presided over the function. Mr. M. K. Ramamurthi, B.A., M.ED., welcomed the gathering. Mr. V. Thirunavukkarasu, Lecturer in Battikolla College, Ceylon, spoke an " Education in Ceylon ". While he spoke, he traced the history of Ceylon and also explained the present political condition of that country. He further pointed out that the teachers in Ceylon have been better paid and well cared for. At last he gave a clear picture about the education, schools, teachers, the method of teaching and the aid from the Government. Concluding his speech Mr. Thirunavukkarasu, appealed to the members of the association to work hard to improve the school as well as themselves.

With the vote of thanks by the Headmaster, the meeting came to an end.

The general body meeting of the Teachers' Association, Sengunthar Mahajana High School, was held on 10th July, 1956. Sri M. K. Ramamurthi, B.A., M.ED., Headmaster presided over the meeting. After accepting the account submitted by the Secretary for the year 1955-56, the general body elected the following office bearers for the year 1956-57, and passed the following resolutions.

Office-bearers

President—M. K. Ramamurthi, B.A., M.ED.

Vice-President—P. Natesan.

Treasurer—T. K. Amirthalingam.

Secretary—S. V. Venkatraman.

Members—

(1) K. Ranganathan, B.A.

(2) K. P. Sivasankaran, B.A.

After long discussion the following resolutions were adopted :

1. The general body resolves to contribute a sum of Rs. 32, at Rs. 2 from each member of this association in four instalments towards the building fund of the S.I.T.U. This amount may be sent as soon as the collection was made.

2. The general body resolves to celebrate the Inaugural function within July.

3. The proposal of conducting the Taluk Conference in this place was postponed to next meeting.

THE SOUTH MALABAR DT. TEACHERS' GUILD

Sri E. H. Parameswaran Memorial Fund

APPEAL FOR CONTRIBUTIONS

There is scarcely anyone among the teachers of South India who has not known the late Sri E. H. Parameswaran, M.L.C. and his dedicated life to the cause of Education and the teaching profession. In his sad and sudden demise on April 7, 1956 while addressing the annual conference of the Madras Teachers' Guild, at the P.S. High School, Mylapore, many a teacher has lost a valued friend, and the teaching profession in South India, one of its valiant champions. As a representative of the teachers in the Madras Council, he not only worked for a fair deal for the teachers, but his services were also available for the redress of the grievances of even individual teachers. He was the President of the South Malabar District Teachers' Guild and to the members of the Guild in particular, his death has created a void which cannot be filled.

At a meeting of the Guild on 27th April, 1956, to mourn his death and to place on record his valuable services, it was unanimously resolved that the Guild should take steps to perpetuate his memory, and a Committee with Sri P. Vasu Menon, President of the M.P.C.C., as President, was constituted for the purpose. A Guild House, a Circulating Library on wheels, a Memorial Address are among the suggestions made as suitable Memorials. What it should be, would depend upon the funds collected. The Committee earnestly appeals to teachers all over South India and to his many friends, to make liberal contributions so that it may be possible to put up a Memorial worthy of him and his services.

Contributions may be sent to Sri P. R. Subramanian, Secretary, South Malabar Teachers' Guild, Rajah's High School, Kollengode, South Malabar.

COMMITTEE

Sri P. Vasu Menon, *President.*
" E. Ramanunni Nair, *Member.*
" K. Bheeman Nair, "
" M. N. Venkitasubramania Iyer, *Member.*
" E. N. Subramanian, *Member.*
" V. Kumara Menon, "
" A. S. Narayana Iyer, "
" P. R. Subramanian, *Secretary & Treasurer.*

FROM OUR ASSOCIATIONS

THE CHINGLEPUT DISTRICT TEACHERS' GUILD

The Executive of the Chingleput District Teachers' Guild met at Sri Ramakrishna Mission High School, Chingleput on Monday, the 7th May, 1956 at 11 a.m. to consider and discuss the White Paper on Education, recently issued by Government. As Sri J. A. Ryan, M.A., B.T., District Educational Officer, Chingleput District was present on the occasion, he was proposed to the chair.

Findings

(1) *Age of admission*: India being a tropical country where both physical and mental growth is rapid, and poverty prevails among the masses without adequate educational facilities for children of the pre-primary stage, it was resolved unanimously that the existing age limit of 5 plus for admission into primary schools be continued in South India.

(2) *Duration of School Course*: In view of the economic conditions of the country, it was unanimously agreed that the duration of School course be 11 years as at present with upgrading and modifications as required. It was also agreed that one integrated system of education of a uniform pattern be introduced at all stages without distinctions of elementary, secondary and basic courses.

(3) *Division of Stages*: There was considerable difference of opinion regarding the division of the school course into stages, many advocating a four-year course in the primary stage, a three-year course in the middle school stage and a four-year course in the higher secondary stage. The Chairman pointed out that the only available type of education in most of the rural areas was the lower elementary education type and that in spite of any upgrading, it was desirable that the educational facilities available in rural areas should be fairly complete and full, and that therefore the primary stage should consist of a five-year course as at present instead of being cut down to four years. This was finally agreed to.

There was much discussion about the duration of the middle school and high school stages also. It was finally agreed that the distinctions between forms, classes and standards be abolished and that a common terminology be used for all the 11 years of school course. It was also agreed that from the 8th Standard upwards, whether in rural or urban areas, the teaching be entrusted to graduate teachers and that a pupil who passes the 8th Standard from a rural area be automatically admitted into the 9th Standard in an urban area, as one common syllabus is to be in vogue in all areas, and the 8th Standard, whether in an urban or rural area, is to be handled by a graduate teacher. It was also felt desirable by some members of the Committee, that a common external examination at the end of the 8th Standard stage, at least during the period of transition, might be useful in bringing about a uniformity of standard in all areas.

It was agreed that if these suggestions are implemented, the middle school stage and the high school stage could each consist of three years as at present.

(4) *Improvement of Standards*: It was felt that upgrading was necessary for the improvement of standards so that the pupil who completes the 11-year course in schools will be fairly equipped for life even without a university education and be comparable in attainments to any person of the same educational qualifications either in this country or abroad. At the same time, it was felt that the upgrading should be evenly distributed over the full course of 11 years instead of being concentrated at any one stage.

(5) *Change over to the new pattern*: It was recommended that the new pattern be introduced in the 1st Standard and the 6th Standard simultaneously and that a period of three years be allowed for pupils of

basic and higher elementary schools to get themselves adjusted to the new system, and that the change be spread over a period of five years in Standards 1 to 5 and six years in Standards 6 to 11.

(6) *Number of working days*: The minimum number of working days in lower elementary schools at present is 220 in the year inclusive of about 11 days for Teachers' Association meetings, and 180 days in secondary schools. It was felt that without a knowledge of the new syllabus to be introduced, it would be difficult to assess the minimum number of working days required at different stages. It was therefore suggested that the status quo of the number of working days at the different stages continue as at present till a change is brought about by administrative necessity and by the requirements of the new syllabus to be introduced.

(7) *Migration from one school to another*: It was felt that migration from one school to another should be free, without any of the present impediments, when a uniform pattern of education is introduced in all schools, rural or urban.

(6) *Diversified courses*: The general feeling was that the present diversified courses were a failure in most cases and that, to make them successful, two things were necessary. In the first place, the courses should not be an end in themselves, but should lead to something better, provision being made for pupils undergoing the bifurcated courses to find easy access to polytechnic and professional colleges. It was resolved to recommend to the University through the Department that such openings be provided. Secondly, there was a need for upgrading and a better teaching of the subjects with the addition of one more year to the course, if necessary, serious consideration being given to all aspects of the question.

(9) *Shift-system*: The consensus of opinion was that as a general rule, the Shift System was not desirable.

(10) *Salary scales of teachers*: It was strongly felt that without an early revision of the existing scales of salaries for teachers, real progress cannot be made. The salary scales recommended by the S.I.T.U. should be introduced with as little delay as possible in all types of schools irrespective of the managing body and the Triple Benefit Scheme also should be introduced at an early date for all grades of teachers.

(11) *Midday meals*: The free supply of midday meals for primary school children, particularly in rural areas, should be introduced at an early date, the initiative being taken by the State with local support wherever possible.

(12) *Pupil-teacher . ratio*: After some discussion, it was decided to recommend that the following ratio of teacher to pupils be adopted :—

1:25 in Standards I to III and 1:30 in Standards IV and V.

(13) *Languages*: The general feeling was that the study of English could be commenced in the 5th Standard itself, Standards 4 and 5 being handled by secondary grade teachers and that the study of Hindi could be postponed to the 9th Standard stage when pupils are likely to take to it more willingly and that more periods should be allotted to the teaching of Hindi than at present, the examination being compulsory in the case of pupils opting for Hindi.

The discussions were concluded with a vote of thanks to the chair by the President of the Guild, Sri A. S. Johnson who pointed out that the District Educational Officer who presided over the deliberations had, in the words of the Director of Public Instruction, Madras, " An open mind though not a vacant mind " and that though he had his own ideas on the subject, he had encouraged free and open discussions on the White Paper on Education, for which the members present were thankful.

THE NORTH MALABAR DISTRICT TEACHERS' GUILD

I. Proceedings of the 9th meeting of the Executive Committee held on 5-5-'56 at Kuthupuramba High School, Kuthuparamba.

Present—Sri K. Karunakaran, B.A., L.T.

Members present — 9.

Letters regretting inability to attend were received from Sri P. K. Padma-

nabhan, Smt. K. K. Nandini and Sri P. V. Krishnan Nair.

The minutes of the previous meeting and statement of accounts were read and passed.

The committee then discussed matters relating to the conduct of the Special Conference, and considered and framed resolutions to be placed at the meeting of the general body.

II. A brief report of the symposium held on 6-5-'56 at 10 a.m. at Kuthuparamba High School.

A large number of teachers from various parts of North Malabar were present. Sri K. Karunakaran, the President of the Guild, welcomed the gathering.

(a) The first discussion was on the teaching of Malayalam. Sri K. K. Nambiar, B.A., L.T., (Koodali High School) presided.

The President in his opening remarks pointed out that by the time the child passes out of the VI Form he should be fit to appreciate literature, comprehend what he reads, frame his opinion and express his ideas clearly. Mere text books will not help to attain this position. Extra reading should be done.

The members then discussed the subject under several sub-heads. Majority of the teachers took an active part in it. It was agreed that the present syllabus is competent enough provided the teachers do full justice to it.

(b) The second section was on the teaching of English. Sri T. P. Raghava Menon, B.A., L.T., Headmaster, Municipal High School, Cannanore, presided. In his presidential address he stressed the value of symposium on educational topics and congratulated the Guild for taking the initiative. He opined that the teacher concentrated more on examination than on increasing the child's command in English. Teaching has been reduced to the level of coaching.

He then welcomed the opinion of the house with regard to the teaching of English. There was a lively discussion based on the questionnaire issued by the president. It was agreed that English should be given the place of an optional but examination subject and that if structures are taught well in the lower classes it would be easy to attain the necessary standard.

(c) The next topic was "The Position of Hindi". Sri V. Krishnan Nambiar, Vice-President, Kerala Hindi Prachar Sabha, presided. He thanked the organisation for assigning a place to Hindi and expressed deep regret at the sad plight of Hindi as a non-examination subject.

The members then put forth their views in the matter. It was unanimously agreed that Hindi should be made compulsory from the 5th Standard.

With a vote of thanks by the General Secretary the meeting terminated.

III. Proceedings of the meeting of the General Body held on 6-5-'56 at 3 p.m. at Kuthuparamba High School.

Sri K. Karunakaran, presided. 50 members were present.

After the president's introductory remarks the Secretary presented a report on the working of the Guild from January, 1956 onwards and it was passed.

The president then inaugurated the discussion on the White Paper on education. After a heated discussion on several aspects, certain resolutions were passed. It was resolved to bring them to the notice of the authorities concerned.

The meeting concluded with an appeal from the General Secretary to all the members to play their role in strengthening the organisation.

Resolutions :

1. This meeting regrets to record the untimely demise of Sri E. H. Parameswaran, M.A., L.T., M.L.C., and prays that his soul may rest in peace.

Resolved to convey our sense of deep sorrow to his bereaved family.

2. This meeting also places on record its deep sorrow at the demise of Sri Acharya Narendra Dev, Sri Mavalankar, Dr. Mekhnath Saha and Dr. Cousins.

Opinion of the Guild on the White Paper :

1. Elementary Education should be an integrated course of 8 years.

In case the Govt. adopts the integrated course of 7 years, as mentioned in the White Paper, those who opt for Higher Ele. School final course should not be debarred from admission to the ninth standard of a secondary school, if they so desire after successfully completing the test.

2. Any rigidity with regard to age of admission in the Ele. School might deny opportunities to thousands of children of the age of five, to have any kind of schooling, until such time as pre-primary or nursery schools aided or unaided come into existence in quite large numbers. So we request that the status quo might be maintained and children with age qualifications of 5 plus be taken into ele. schools.

3. In the first three standards the pupil-teacher ratio should not exceed 20 : 1 and in the other standards 30 : 1.

4. All existing schools should in course of time be converted into basic ones and recognition should not be given to new schools other than basic. As a transitory measure the existing non-basic schools should be given some distinctive feature of basic schools.

5. Hindi, the national language, should be made compulsory in the curricula of studies from reorganised 5th Standard allotting more periods.

6. It is unjustifiable to state that if the age of retirement is raised to 60, it will have likely repercussions affecting all classes of public and quasi-public employments. Experienced teachers, if they are found hale and healthy should be retained at least till the completion of 60.

7. The minimum qualification for admission to training schools should be eligible S.S.L.C. or its equivalent and Higher Ele. training should be put to a stop this year itself.

8. The White Paper says that the decision of the Govt. to give the benefit of the Provident Fund-cum-Pension followed by compulsory insurance scheme for teachers is separately under the consideration of the Govt. The delay in implementing the scheme is highly regretted. The benefit should be granted to teachers of all categories. We request that the scheme may be implemented immediately.

9. The pay scale of secondary grade teachers, immaterial of the classes they handle, should be as recommended by the S. I. T. U.

10. The White Paper is woefully silent about the pay scale and other emoluments of Higher Ele. Grade teachers. This meeting regrets to note the injustice done to this category of teachers and requests the Govt. to introduce the pay scale recommended by the S. I. T. U.

11. Earnest and sincere attempts should be made to implement Article 45 of the Constitution as it is very easy for execution so far as Malabar is concerned.

12. For the successful execution of any educational edifice the immediate and absolute necessity is of revising the salary scales of all grades of teachers as recommended by the S. I. T. U. The reorganised scale is entirely dependent upon the body of contended teachers, above want.

13. The meeting requests that full fee concession may be granted to children of teachers in High Schools also.

14. Those pupils who enjoy military concession should be allowed to continue the privilege till the present stage of education is completed.

15. The White Paper is silent on the Government's intention in the matter of security of tenure for teachers. This meeting is of opinion that the time has come for urgent revision of the agreement and the relevant rules of the M. E. R. empowering the educational Department to interfere immediately as to give effective security to teachers.

16. The White Paper is silent about leave rules.

17. Nothing about the steps to be taken against erring managements is mentioned.

18. The White Paper has overlooked the question of the State taking over the management of ele. schools. The Guild is of opinion that the State should take over the management of elementary schools.

* * * *

Proceedings of the 10th meeting of the Executive Committee held on 24-6-'56 at the Office of the Kottayam Taluk Aided Elementary School Teachers' Union, Temple Gate, Tellicherry. Sri K. Krishnan Nambiar, Vice-President, presided.

I. The minutes of the previous meeting were taken as read and recorded.

II. The Secretary then made the following statement :—

(i) After the reorganisation of States it would be good to affiliate the organisation to All India Federation of Educational Council.

(ii) The South India Teachers' Union has decided to appeal to all the District Guilds to help the Union in raising a fund for constructing a new building.

(iii) A letter was written to the Secretary, Kadachira High School Teachers' Association, enquiring about the grant affair. There was a reply from the Headmaster stating that the difficulties were clearing and the arrears would be disbursed soon.

(iv) Copies of the resolutions on White Paper passed at the previous meeting of the general body were sent to all the authorities concerned.

Resolutions relating to the strike of teachers of Ganpat High School, pension, age of retirement and leave rules, etc., were passed.

THE TRANJORE DISTRICT TEACHERS' GUILD

The first meeting of the Guild Councils for the year (Secondary and Elementary Education) was held in the Town High School, Kumbakonam, on July 21, 1956. Sri M. K. Nataraja Aiyar, the President of the Guild, presided.

Sri S. Raghavachary, Headmaster, Town High School, Kumbakonam, welcomed the gathering. After the introduction of the members, the Secretary, read the circulars of the S.I.T.U. The first suggested to the Guild that the term of the representatives of the District Teachers' Guilds on the Executive Board of the S.I.T.U. should be from July to June to avoid interim vacancies in the Working Committee of the S. I. T. U. The second referred to the raising of the affiliation fee of District Teachers' Guilds from a maximum of Rs. 100 to Rs. 150. The appeal of the S. I. T. U. for the Building Fund was considered. Secretaries of associations were requested to collect from the members their contributions, send the amounts to the Secretary, S. I. T. U., Raja Annamalaipuram, Madras-28, and give intimation to the Secretary of the Guild.

The Panel for the nominational of members to be elected to the Executive Board for 1956-57 was formed.

Sri T. P. Srinivasavaradan, President, S. I. T. U., then addressed the members. He explained the need for filling up the gap left by the passing away of Sri E. H. Parameswaran who had been representing the view of the S. I. T. U. to the Government and the circumstances which made him stand for the Madras Legislative Council. He also explained the need for teachers to contribute liberally for the Building Fund of the S.I.T.U.

With a vote of thanks proposed by the Secretary the meeting ended.

* * * *

The Annual Conference of the Guild was held on Saturday, August 18, 1956, in the National High School, Nagapattinam. Sri R. Subramania Iyer welcomed the gathering.

Sri M. K. Natarajan, the President of the Guild, presided. In the absence of Prof. A. Srinivasaraghavan, who suddenly took ill. Sri Ramachandra Naidu, Public Prosecutor, Nagapattinam, inaugurated the conference. He pleaded for the compulsory study of Hindi by pupils in Secondary Schools and for continuing English as the medium of instruction in Colleges. Sri Nataraja Iyer said that more than anything else, security of tenure was urgent for teachers in aided schools and their services should not be terminated without the previous permission of the D.P.I.

The following lectures were delivered :

" Hindi in the present High School Syllabus " by Sri E. S. Subramaniam of Kornad, " Teachers and Trade Unions " by Sri A. Jagadeesan of Mayuram and " Elementary Education under Local Bodies " by Janab S. Saliha and Sri S. Ratnasabapathy of Kumbakonam. A paper on " The New Syllabus in English " by Sri R. Krishna Rao of Mayuram was read by the Secretary. Sri T. K. V. Rajagopal of Tanjore spoke about the insecurity of the service of teachers in aided schools and the need for giving protection to teachers against unscrupulous managements.

The Report and Accounts for the year 1955-56 were passed.

The following office-bearers were elected for 1956-57 :

President : Sri J. G. Koil Pillai, Principal, K. H. School, Tanjore.

Secretary : Sri K. M. Sundaram, Headmaster, Umamaheswara High School, Tanjore.

Representatives on the Ex-Bd., S.I.T.U. : Sri K. M. Sundaram, Umameheswara High School, Tanjore and Sri S. Ramiah, K. G. S. High School, Aduthurai.

Ex-officio Members of the Executive Board : Sri M. K. Nataraja Iyer, National High School, Mayuram and Sri R. Mahadevan, Municipal High School, Mayuram.

The new Executive Board will appoint the Assistant Secretary at Tanjore.

The following resolutions were passed by the Conference :

Resolution 1 : The Conference requests the Government of Madras to extend the benefit of pension to all persons employed in schools, elementary and secondary.

Resolution 2 : The Conference requests the Government of Madras to fix the age of retirement of teachers at 60.

Resolution 3 : In view of the growing insecurity of service of teachers in aided schools the Conference requests the Government of Madras to adopt the same rules and procedure followed in the case of teachers employed in Government and local body schools for aided schools also.

Resolution 4 : The Conference requests all teachers in the District to respond generously to the appeal of the S. I. T. U. for the Building Fund.

KALLAI

An executive committee meeting of the Central Malabar Dt. Teachers' Guild, Nanminda, was held at Kallai at 10 a.m. on 29-7-'56, the President of the Guild presiding.

Resolutions relating to teachers of Ganpat High School, salary of elementary school teachers, etc., were passed.

THE DISTRICT TEACHERS' GUILD, COIMBATORE.

The 31st Annual Conference of the Coimbatore District Teachers' Guild was held at 10-30 a.m. on 18-8-'56 at Board High School, Dharapuram. Sri G. R. Damodaran, President of our Teachers' Guild, presided.

In the absence of Sri N. S. S. Manradiar, Pattagar of Palayakottai and Chairman of the reception committee, Dr. E. V. H. Rao, Chairman of Dharapuram Municipality read his welcome address.

Mr. Damodaran in his presidential address, referred to the Madras Government's White Paper on education and said that the far-sighted realistic approach made to the whole question of

education in it and the modest suggestion that under the present circumstances it might be accepted as a "working hypothesis" for implementing the Constitutional directive was a well-balanced policy worthy of commendation.

Mr. T. P. Srinivasavaradhan, President, S. I. T. U., distributed gold medals to the students who had secured high marks in the S.S.L.C. examination held in March, 1956, and the prizes to the winners in the Arts competitions conducted by the Guild.

Inaugurating the conference Mr. M. R. Perumal Mudaliar, Principal, Teacers' Training College, Saidapet, appealed to the teachers to give their considered opinion on all points raised in the White Paper on education. He stressed the need for the provision of mid-day meals for the school children and the need for starting pre-primary schools all over the State to cater the need of young children.

Mr. H. T. Schulke, Cultural Affairs Officer of the United States Information Service, Madras, delivered an interesting lecture on the 'Curriculum in American High Schools'. He traced the history of the American Educational system and dealt at length on the present day system obtaining now in America which makes the school miniature community.

In the afternoon Sri T. P. Srinivasavaradhan, President, South Indian Teachers' Union, spoke on the various aspects of the White Paper on education and appealed to the teachers to be united. Sri K. Arunachalam, Principal, Sri Ramakrishna Mission Vidyalaya Training College, gave an interesting talk on "How can school be agencies for the Superior Reconstruction of the environment and pattern of life?" He exhorted the teachers to prepare the child for life so that he may live a fuller and richer life.

At 4-45 the special General Body Meeting was convened to ratify the amendment to the rules of the constitution of the Guild as passed at the General Body held on 21-1-1956 at Ootacamund. It aims at deleting 'The Nilgiris' wherever it occurs in the Memorandum of the Association and Rules of the Guild. The amendment was ratified unanimously.

At 5 p.m. the annual General Body Meeting was held to adopt the annual report and approve the statement of accounts as presented by the Secretary and Treasurer respectively. The meeting decided to request the present set of office bearers to continue to hold office for one more year.

Resolutions relating to salary, pension, leave rules, etc., were passed.

THE XXXI ALL INDIA EDUCATIONAL CONFERENCE, JAIPUR, RAJASTHAN.

The 31st All-India Educational Conference will be held at Jaipur, Rajasthan, from 23rd to 26th October 1956. Members of the Union are requested to attend the Conference in large numbers.

The delegation fee of Rs. 3/- per delegate may be sent to the Secretary, the South India Teachers' Union, Raja Annamalaipuram, Madras-28. Along with the receipt an application form and the delegate certificate will be sent. The application form should be completed and sent direct to the Secretary, 31st All India Educational Conference, Vivekananda Marg, 'C' Scheme, Jaipur, Rajasthan, to reach him before the 8th October 1956. The delegate certificate should be used for getting the railway concession of single fare for double journey.

27th Sept. 1956. *Secretary, S.I.T.U.*

THE S. I. T. U. BENEVOLENT FUND

Serial subscription number of members who have renewed their subscription for the year 1955-56 :—

Anderson High School, Kancheepuram, Cingleput—

Nos. 348, 2382, 2383, 2385-2388, 2390-2406, 2409, 2411.

Serial subscription number of members who have renewed their subscription for the year 1956-57 :—

Goudie High School, Trivellore, Chingleput—

Nos. 369, 371-373, 375, 376, 378-388, 390-396, 3138, 3139.

Islamiah High School, Melvisharam, North Arcot—

Nos. 2002-2016.

Pachiappas High School, Kancheepuram, Chingleput—

Nos. 15, 821, 823, 825-828, 830-840, 842-846, 3172.

Canara High School, Mangalore, South Kanara—

Nos. 7, 1188, 1189, 1192, 1199, 1201, 1202.

New members who have commenced their subscription from the year 1956-57 :—

Goudie High School, Trivellore, Chingleput—

3286. Sri A.E. Anandaraj.
3287. „ R. Lakshminarayanan.
3288. Miss T. Jayalakshmi.
3289. Sri A. S. Padmaraj.

Anderson High School, Kancheepuram, Chingleput—

3290. Sri D. J. Mathews.

Pachiappas High School, Kancheepuram, Chingleput—

3291. Sri L. Srinivasaraghavan.
3292. „ N. Ganesan.
3293. „ C. A. Vimalanandam.
3294. „ T. M. C. Narayana Namboodripad.

NOTE.—Inspite of reminders many members have not yet sent their renewal subscription for the year 1956-57. The members are kindly requested to encourage the Fund by sending their subscriptions regularly and also by enrolling as members those teachers who have not yet joined the Fund.

Secretary, S.I.T.U.

Rules Supplement to Part I-B of the Fort St. George Gazette, dated 19-9-1956.

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION (EDUCATION)

Amendment to rules relating to provident fund for teachers in non-pensionable service.

(*G.O. Ms. No.* 1654, *Education, dated* 6*th September* 1956)

The following amendment to the rules relating to the provident fund for teachers in non-pensionable service is published :—

In the said rules—

For sub-rule (*e*) of rule 10, substitute the following sub-rule :—

" (*e*) If a subscriber at whatever stage of his service takes up employment in an educational institution situated within the State and managed by the Central or State Government or other agency service which is pensionable and if there is no likelihood of the teacher being posted outside the State, his account shall be closed and he shall be given all deposits to his credit, together with the Government contribution, provided there is no reasonable chance of his reverting to non-pensionable service.

Note.—Educational institution under this rule includes also any office, whether administrative or executive, under the Madras Education Department."

V. RAMASWAMY AIYAR,
Deputy Secretary to Government.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday, the 30th June, 1956, in the Office of the Union, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

Members present :

Messrs. K. M. Ramaswami Gounder (Coimbatore), C. Ranganatha Aiyengar (Journal Secretary), A. T. Doraiswamy Iyengar (Chingleput), T. E. Santhanam (Joint Secretary), S. D. Krishnamurthi Rao (Secretary, Protection Fund), D. Narasimhachari (North Arcot), T. P. Gopalakrishna (North Arcot), Srimathi Saraswathi Srinivasan (Vice-President), J. G. Clement (Tiruchirapalli), L. Mariapragasam (Treasurer), V. Antoniswamy (Ramnad), M. J. Rengaswami (Ramnad), S. Subba Rao (Salem), H. Visweswaran (Tirunelveli), R. Bhuvarahan (Tiruchirapalli) and V. Arunajatai (Secretary).

Letters expressing inability to attend the meeting were received from the following members :

1. Sri P. R. Swaminathan (South Arcot).
2. Sri P. Govinda Rao (Vice-President).
3. Sri P. S. Venkatakrishna Rao (South Kanara).
4. Kumari A. V. Malathi (North Malabar).
5. Sri E. Venkatesa Naidu (Coimbatore).

The following attended the meeting by special invitation :

Sri V. B. Murthi.

1. The minutes of the last Executive Board meeting were taken as read and recorded.

2. The President in his introductory remarks observed :

(i) Most of District Teachers' Guilds have approved the scheme of seven years and four years for Elementary and Secondary Education respectively.

(ii) Requests have been repeatedly made for house rent allowance and medical relief. Now in view of the increased cost of living, teachers should be given enhanced dearness allowance.

(iii) The pension scheme announced for certain categories of teachers has not yet been implemented.

(iv) There is legitimate apprehension among teachers in Malabar and South Kanara that their salary scales might be affected consequent on the reorganisation of States.

(v) Regarding the ensuing election to the Madras Legislative Council from the Teachers' Constituency, the proposal to have personal instead of postal voting is welcome ; but facilities should be increased and certain difficulties should be removed to enable teachers to exercise their franchise which is a special privilege given to them.

(vi) Government undertaking publication of text books at any stage for any class is not advisable.

3. The following resolutions were passed :

I. The Executive Board regrets to note that inspite of repeated requests, the Government have not granted house rent allowance to teachers in aided institutions and also medical relief.

The Government are aware that since January, 1956, the cost of living has been rising steadily and now it is 30% above what is was in January, 1956. Since the present dearness allowance was granted on the basis of the cost of living some years back, which was then low, the Board urges the Government to enhance the dearness allowance to meet the increased cost of living.

II. The Government announced the Pension Scheme for Elementary School Teachers some sixteen months back and it has not been implemented so far. The Board views with concern the inordinate delay in the implementation of the scheme. It reiterates its former resolution that the pension scheme should be extended to all categories of teachers in the high schools and training institutions.

III. The Executive Board desires to bring to the notice of the Government the legitimate apprehension among the teachers of Malabar and South Kanara that their pay scales might be affected when those parts are merged respectively with the T.-C. State and the Mysore State. The Board strongly feels that the Madras Government should make the respective States agree that the present scales of pay, allowances and emoluments of the present teacher incumbents should not be affected as in the case of Government servants allotted to those States. This is the barest justice the Government expected to do, as these teachers have been in the service of the Madras State for a sufficiently long time drawing such scales and emolutions.

IV. The Board welcomes the proposal to have personal voting instead of postal voting for elections to the Madras Legislative Council, but it desires to point out that unless certain facilities are provided, the percentage of polling in the case of election from the Teachers' Constituency would be very low. Teachers in local bodies are frequently transferred and most of the teachers in district board service are now in places ranging from 15 to 30 miles from the places where their names are found in the electoral roll. The Board earnestly suggests that besides opening sufficient number of polling booths covering areas lying within a radius of five miles, teacher voters who are in service far away from the places where their names were originally registered, should be allowed to vote on declaration given by them together with identification by authorised persons in the locality. Otherwise many teachers would be deprived of their voting, not because of their fault, but because of the circumstances over which they have no control.

V. The Board reiterates its former considered view that the publication of Text-Books should not be a State monopoly, as such publication by the Government would have harmful effect on academic freedom, progress of knowledge and the spirit of democracy.

VI. The Board reiterates its views on the White Paper on Education passed at the recent State Educational Conference held in May, 1956 at Chingleput.

The Executive Board decided that a deputation consisting of Sri T. P. Srinivasavaradan, Sri V. Arunajatai, Sri L. Mariapragasam, S. K. M. Ramaswamy Gounder, and Srimathi Saraswathy Srinivasan should wait on the Hon'ble Minister for Education and Finance as early as possible to press upon him the points covered by the above resolutions.

4. The communication from the Director of Public Instruction approving of the South India Teachers' Union holding a Science Seminar and stating that the expenditure in this regard by aided institutions would be taken into account for purposes of aid was placed before the Executive Board. The Board decided to request the Director to allow the South India Teachers' Union to hold the said Seminar for a period not exceeding three weeks during the period 15th December, 1956 to 10th January, 1957.

Sri T. P. Gopalakrishnan suggested that refresher course or seminar might be conducted in the various districts so as to enable teachers to utilise the 'Hobby' period in school more effectively. The suggestion was endorsed.

5. The Secretary referred to the appeal issued in connection with the Building Fund and wanted a sub-committee to be formed with direction from the Executive to go ahead with the building programme at an estimated cost of about Rs. 12,000 in the first instance, the plan and the construction being so made as to enable the Union to enlarge and improve the building later on, if necessary. The suggestion was approved and the local members of the Working Committee were authorised to take action in the matter.

The Executive Board resolved that the District Teachers' Guilds should re-

inforce the appeal of the S.I.T.U., so that even the smallest affiliated association may contribute a sum of not less than Rs. 10 towards the Building Fund.

6. The following five members were elected to the Working Committee of the Union for the year 1956-57 :—

1. Sri T. P. Gopalakrishna Naidu (North Arcot).
2. Sri M. J. Rengaswamy (Ramnad).
3. Sri K. M. Ramaswamy Gounder (Coimbatore).
4. Sri R. Bhuvarahan (Tiruchirapalli).
5. Sri S. Subba Rao (Salem).

Miss A. V. Malathi of Idakkad, North Malabar, was nominated by the President to the Working Committee. Another member to the Working Committee will be nominated by the President later.

7. Salem district or North Arcot district was decided upon as the venue of the State Educational Conference next year.

8. Messrs. V. Soundararajan & Co. were elected Auditors for the year 1956-57.

9. Mr. J. G. Clement of Tiruchirapalli and Mr. A. T. Doraiswamy Iyengar of Tiruvellore were elected Internal Auditors.

10. The Executive Board decided to hold the 26th South Indian Education Week from 29th October to 4th November, 1956. The Secretary of the Union was authorised to be the Convener of the Central Education Week Committee. It was resolved to appeal to educational institutions and associations for donation. A sum not exceeding Rs. 100 was sanctioned towards the expenditure in connection with the Education Week.

11. Sri A. M. Kanniappa Mudaliar was chosen Administrator and Chairman of the S.I.T.U. Benevolent Fund in the place of Sri T. P. Srinivasavaradan.

12. Messrs. T. P. Srinivasavaradan, S. Natarajan and H. Visveswaran were nominated Directors of the S.I.T.U. Publications, Ltd.

13. Shri B. G. Kherr and Rev. Fr. Jerome D'Souza were suggested for the Presidentship of the All-India Educational Conference to be held at Jaipur in October, 1956.

14. In accordance with the appeal of the All-India Federation of Educational Associations, the Executive Board decided to observe the 7th August, 1956 as the Teachers' Charter Day.

15. The Executive Board also decided to have a portrait of the late E. H. Parameswaran unveiled in the office of the Union to commemorate his long service to and loyal association with the S.I.T.U.

16. The Secretary explained the work done by the S.I.T.U. Council of Educational Research. The Board suggested that the school managements could be appealed for becoming members. The President and the Secretary were authorised to take steps to further the work of the Council of Research.

17. The President referred to the resolution of the S.I.T.U. at the Annual Conference in May last on the need for revising the form of agreement between teachers and managements in aided schools. He said that the spirit of the resolution was to find out ways and means of safeguarding the interests of teachers who are doing national service.

The Board was of the view that a suitable Education Act should be passed which alone would ensure security of tenure and uniformity in the conditions of service of teachers.

The Executive Board finally resolved to authorise the President to take steps in the matter of getting the Form of Agreement revised suitably.

18. In his concluding remarks the President mentioned about the rather poor financial position of the Union, the "South Indian Teacher" and the "Balar Kalvi" and appealed to the members to work for increased enrolment, particularly of primary school teachers and for more support.

With a vote of thanks by the Secretary, the meeting terminated.

THE WORKING COMMITTEE

A meeting of the newly formed Working Committee of the South India Teachers' Union was held soon after the meeting of the Executive Board was over.

1. Mr. C. Ranganatha Aiyengar was elected Journal Secretary and Sri V. B. Murthy and Sri S. D. Krishnamurthi Rao Assistant Journal Secretaries.

2. The Budget for the year 1956-57 as presented by the Secretary was passed with slight modifications.

3. Resolved that the accounts of the journals, the "South Indian Teacher" and the "Balar Kalvi" be operated upon jointly by the Journal Secretary and the Treasurer; and the accounts of the South India Teachers' Union be operated upon jointly by the Secretary and the Treasurer.

With a vote of thanks the meeting terminated.

SCIENCE SEMINAR

Letter No. 134 D4/56, dated 14th June, 1956 from the Director of Public Instruction, Madras, to the Secretary, the South India Teachers' Union.

Subject :—Secondary Schools under Local Bodies and Private Managements—Science Seminar to be held at Madras Deputation of graduate teachers.

Government have approved the proposal of the Director of Public Instruction that the expenditure in connection with the deputation of 40 selected science graduates from secondary schools under local bodies and private managements for attending the Science Seminar to be conducted by the South India Teachers' Union at Madras for a period not exceeding 21 days during the summer vacation of 1956 may be treated as an approved item of expenditure for purposes of assessment of teaching grants to the institutions concerned. As the order of the Government came late, the President of the South India Teachers' Union was consulted orally and he suggested that the Seminar may be postponed to Dasara holidays.

* * * *

The Director of Public Instruction will select 40 science teachers from schools under local bodies and private managements for attending the seminar.

Note.—The Executive Board of the South India Teachers' Union at its meeting held on 30th June, 1956, decided to conduct the Science Seminar for a period not exceeding 21 days between 15th December, 1956 and 10th January, 1957 and this has been communicated to the Director of Public Instruction for approval.

TEACHERS' CHARTER DAY

Reports of observance of the Teachers' Charter Day on the 7th August, 1956 were received from the undermentioned schools' Teachers' Associations which held public meetings and passed generally the following two resolutions :—

1. The pension scheme should be extended to all categories of teachers.

2. The age of retirement of all teachers should be fixed at Sixty.

List of schools

1. Board H.S., and Town H.S., Arni, North Arcot.
2. Islamiah H.S., Pernambut, North Arcot.
3. Islamiah H.S., Melvisharam, North Arcot.
4. St. Joseph's Secondary School, Cuddalore, N.T., S. Arcot.
5. Rajalakshmi Mills H.S., Singanallur, Coimbatore.
6. The Madras Teachers' Guild.
7. Nanminda H.S., Nanminda, Malabar.
8. Board H.S., Manantoddy, Malabar.
9. Almanar Muslim H.S., Chaliyam, Malabar.
10. Teachers' Association Centre, Elapully, Malabar.
11. O.V.C. High School, Manamadura, Ramnad.
12. T.A. High School, Tiruvidamarudur, Tanjore.
13. St. Peter's H.S., Tanjore.
14. Board H.S., Nachiarkoil, Tanjore.
15. Viraraghava H.S., Tanjore.
16. Ramaseshier H.S., Pattamadai, Tirunelveli.
17. Zamindar's H.S., Turaiyur, Tiruchy.
18. Dalmia H.S., Dalmiapuram, Tiruchy.

THE CENTRAL EDUCATION WEEK COMMITTEE

Raja Annamalaipuram, Madras-28.

MINUTES OF THE MEETING

A meeting of the representatives of the South India Teachers' Union and of organisations interested in the promotion of Education was held at 5-30 p.m. on Saturday, the 15th September, 1956 in the office of the South India Teachers' Union, Raja Annamalaipuram, with Sri T. P. Srinivasavaradan, President of the Union, in the chair.

The following members were present :—

The South India Teachers' Union—

1. Sri T. P. Srinivasavaradan.
2. „ V. Arunajatai.
3. „ C. Ranganatha Aiyengar.
4. „ S. D. Krishnamurthi Rao.

The Madras Teachers' Guild—

5. Sri T. S. Rajagopala Iyengar.
6. „ V. S. Saravanan.

The Madras Library Association—

7. Sri K. M. Sivaraman.

The Asoka Society—

8. Sri T. Neelakantan.

2. It was resolved that the members present do form the Central Education Week Committee.

3. It was resolved that Sri V. Arunajatai, Secretary of the S.I.T.U., be the Convener of the Central Education Week Committee.

4. The Committee resolved that the 26th South Indian Education Week be celebrated from 29th October to 4th November, 1956.

5. The Committee decided that the central theme for this year's Education Week be "Education in National Planning."

6. A sub-committee consisting of the following members, with powers to co-opt, was appointed to draft the programme and to prepare the handbook for the effective observance of the Education Week :—

1. Sri K. M. Sivaraman.
2. „ T. S. Rajagopala Iyengar.
3. „ V. S. Saravanan.
4. „ T. P. Srinivasavaradan.
5. „ V. Arunajatai.

It was decided that the sub-committee should meet at 5-30 p.m. on Sunday, the 23rd September, 1956 in the office of the S.I.T.U.

7. The Convener was authorised to appeal to the participating associations for contribution towards the expenses of the Central Education Week Committee.

8. It was resolved to request Sri K. Balasubramania Iyer, Vice-President, Madras Library Association, to be the Chairman of the Central Education Week Committee.

9. It was resolved that the next meeting of the Central Education Week Committe be held at 5-30 p.m. on Saturday, the 6th October, 1956 in the office of the S.I.T.U., Raja Annamalaipuram.

With a vote of thanks the meeting terminated.

THE 31ST ALL-INDIA EDUCATIONAL CONFERENCE JAIPUR

From 22nd to 26th October, 1956.

TENTATIVE PROGRAMME

22nd October, 1956—

Morning—Constitution Committee meeting.

Afternoon—Meeting of Secretaries: Federation and Local.

Evening—Opening of the Exhibition.

Night—General Council Meeting: Secretary's Report and Subjects Committee.

23rd October, 1956—

Morning—Inauguration of the All-India Education Conference and Presidential Address.

Afternoon—Sectional Conferences.

Evening—General Sessions: Dr. Jha Memorial Lecture and symposium on "Education under Second Five-Year Plan."

Night—General Council Meeting:

(A) Discussion of Organisational Problems; and

(B) Exchange of information on activities of Affiliated Associations with a view to promote solidarity of the A.I.F.E.A.

24th October, 1956—

Morning—Sectional Conferences.

Afternoon—Sectional Conferences.

Evening—General Sessions:

(1) Principal Seshadri Memorial Lecture.

(2) D. P. Khattry Memorial Lecture.

(3) Submission of Reports of Sectional Conferences.

Night—Special Meeting of the General Council:

(A) Amendments to the Constitution.

(B) Report on WCOTP Assembly.

25th October, 1956—

Morning—Sectional Conferences.

Afternoon—Sectional Conferences.

Evening—General Sessions:

Submission of Reports of Sectional Conferences and General Sessions Resolutions.

Night—General Council Meeting: Election of Office-bearers.

26th October, 1956—

Morning—General Sessions:

Reports and Resolutions.

Concluding address of the President.

Thanksgiving.

The above is a tentatives programme. Final Programme will be announced after approval of Preparatory Committee. However, I wish to announce that it has been finaly decided to hold the first meeting of the General Council at Jaipur on 22nd October, 1956 in the evening or at 8 p.m. All members of the General Council are requested to note this and oblige.

D. H. SAHASRABUDDE,
General Secretary, A.I.F.E.A.

OUR BOOK SHELF

Fresh Fields Geography Readers: by Forbes Macgregor.

1. The Wonderful World:
2. Across the Atlantic:

(Thomas Nelson & Sons, Edinburgh. Price 2 sh. each).

These beautifully got up books introduce the young reader to the lands and people in the world outside his own home, in a very attractive and interesting manner. Pictures and diagrams make the understanding easy and enduring.

The countries and people introduced through these volumes are the world, neighbours of Great Britain, Asiatic Plains, Burma, Ancient Britain, Scotland, Gipsies, Arabia, Tibet, Indians of Canada, the South Sea Islands, Canada, Chewing Gum, the Eskomos, and the State of Californea.

The Teaching of Reading and Writing: by William S. Gray. (UNESCO —Agents: Orient Longmans Ltd. Price 14 sh. 6d.).

This monograph on Fundamental Education of over 275 pages deals with an appraisal of past and present practices in promoting library in the various countries of the world and makes constructive proposals in the light of the evidence available. Illustrations and extracts from language primers are given to elucidate the author's point of view.

Education: Vol. 76, No. 7. (March 1956). (Published by the Palmer Co., Higham, Massachusetts. Subscription— $ 4.00 per year).

The present number is devoted to Music Education and contains articles by authors competent in the respective fields under the following headings:—

1. Historical Music Education.
2. National and International Music Education.
3. A new era in elementary, secondary, collegiate and State Music Education.
4. Business Music Education.
5. Philosophical concepts of Music Education.

Hindi Patrika: July, 1956. (Tamil Nad Hindi Prachar Sabha, Tiruchirapalli. Annual subscription Re. 1).

Besides giving news of Hindi Prachar Organisations in the different places of Tamil Nad, this monthly journal gives simple lessons for beginners in Hindi. The lessons are given in Devanagari script with transliteration in Tamil and also equivalent Tamil translations. It is hoped that this series of lessons for beginners will be continued without break. The simple essay on Rail journey in Hindi will be found to be of use to those learning to express in Hindi and serves as a model in essay writing.

1. *The dog and the diamonds*: by Mary Cathcart Borer.
2. *Middy makes her mark*: by Mary Gervise.

(Thomas Nelson & Sons, Edinburgh. Price 2 sh. 9 d. each).

These two books of Panther Library series are intended for children and are likely to be of interest to them. Their get-up is excellent.

Teaching: (June 1956). A quarterly journal for teachers. (Oxford University Press. Price Re. 1-4-0. Annual subscription Rs. 4).

The present number contains, among others, articles of importance, as—

1. Reorganisation of secondary education.
2. Handwriting as a craft.
3. Some problems of multipurpose schools.
4. Good Reading and
5. A Book Week.

List of publications received and acknowledged with thanks :

1. Commonwealth To-Day. Nos. 42 and 43. (British Information Service).
2. The Ford 1955 Farm—Ranch—Home Almanac.
3. Britain—An official Handbook, 1955.
4. An Exhibition of Practical Work in Indian Languages (English and Tamil)—Department of Extension Services—St. Christopher's Training College.
5. An Exhibition of Teaching Aids in Social Studies (do.)
6. Reports and Bulletins. (do.)
7. Current school enrolment statistics, No. 2—January 1956. (UNESCO).
8. English Language Teaching—Vol. X, No. 3. (April-June 1956). (British Council).
9. Education in India, Vol. II—1952-53. (Ministry of Education, Government of India).
10. Report of the Seminar of the Headmasters of the Surat District at Parol. 16th to 18th February, 1956).
11. Report of the Second Secondary Education Workshop, Bhopal (10th January to 5th March, 1956).
12. St. Peter's High School, Ukkirankottai—Annual 1956.
13. Islamiah High School, Pernambat—Magazine, 1955-56.
14. Greater Bombay Secondary Teachers' Association—Annual Report for 1955.
15. UNESCO and Youth : pamphlet reprinted from UNESCO Chronicle Vol. II, No. 2, February 1956.
16. C.C.C. High School, Perambur, Annual Report 1955-56.
17. English Language Teaching, July-September 1956. (Published by the British Council).

C.R.

MACMILLANS

STORIES TO REMEMBER

Senior Series

The following titles are now in this new series. The vocabulary range will meet the requirements up to the Pre-University level.

1. **KENILWORTH.** (Abridged and adapted by M. Green) **Re. 1 14**
2. **MOONSTONE.** (Abridged and adapted by E. F. Dodd) **Re. 1 10**
3. **THREE SHAKESPEARE TRAGEDIES** (Adapted by E. F. Dodd) **Re. 1 8**
4. **MORE TALES FROM TAGORE** (Adapted by E. F. Dodd) **Re. 1 0**

MACMILLAN & COMPANY, LTD.,

(Incorporated in England)

6, Patullo Road, Mount Road, Madras 2.

EDITORIAL

Education Week

We are glad to note that at the instance of the South India Teachers' Union, a Central Education Week Committee has been constituted with representatives of several organizations for the purpose of making arrangements for observing the 26th South Indian Education Week from 29th October to the 4th of November, 1956. The purpose of this Education Week is to give wide publicity to the work of schools so that there may be a proper appreciation of the work of the schools. The education system in our country is undergoing changes with a view to meeting the needs of new India. These changes are sometimes rapid, sometimes slow and often seem to be unco-ordinated and have caused considerable apprehensions amongst the people. With the attainment of independence, we have been striving to fix our goals and during the last 10 years considerable thought has been bestowed on the problems and things now taking shape. It is, therefore, necessary that these changes should be properly understood by the people and their support secured for the schools which have to educate children. This cannot be done effectively unless schools are able to secure the co-operative understanding of parents and of society. Observance of the Education Week enables the school authorities to establish contact with society and to interpret the work of the schools, its aims and goals to society.

The Central Education Week Committee has brought out a small brochure giving suggestions for the effective organization of an Education Week Programme and we trust that schools all over the State will respond to their call and plan an attractive and useful programme.

The Jaipur Conference

The 31st All India Educational Conference is to be held this year from October 23rd to 26th, both days inclusive, in Jaipur City under the distinguished chairmanship of Shriman Narayan, Member of Parliament. The previous conference in Jaipur was in December 1943 when Sir Mirza Ismail was the Chief Minister of the State and Sir Maurice Gweyer, Judge of the Supreme Court and Vice-Chancellor of the Delhi University, presided. Those delegates who attended the Conference in 1943 will, if they should attend this year's Conference, find a complete change not only in the physical aspect of the City but in the tone of the proceedings of the Conference in its different sessions this year. This year's Conference will consider several important problems associated with Education in the Second Five-Year Plan and also with the several reforms in Education that States and Central Governments are contemplating.

An intelligent teacher, anxious to learn, will find attendance at the Conference, both in its general and sectional sessions, a sort of refresher course for a period of four days when he will learn about all aspects of education of the child from nursery to university education. In the eighteen sections of the Conference, whose sessions are covered within three days, one will have the benefit of exchanging ideas on the theory and practice of problems of at least six sections. Thus a teacher will, by attending the Conference consecutively for three years, become conversant with the whole problem of Education in all its stages and aspects. Should an educational institution find it possible to depute a group of three teacher-delegates, these can among themselves share the attendance at all the sessions in one and the same year and give the benefit of their knowledge and newly acquired experience to others in their own institution.

It is high time that attendance of a teacher at a recognized educational conference was treated as on duty and the teacher was given all facilities for such attendance. The All India Federation of Educational Associations has been requesting the State Governments to grant this concession. Even the

Railway Board has given the concession of single fare for the double journey to a delegate attending the All India Conference.

This year, during the period of the Conference, all the schools will be working in full swing in South India after their reopening following Michaelmas and Dasara holidays. The schools in North India have Puja holidays for the whole month of October and naturally delegates from north India will muster in large numbers.

Shriman Narayan is a great educationist and has given considerable time and attention to the problems arising out of the many changes that our country is passing through. His close association with the Congress as its General Secretary has given him a thorough understanding of conditions obtaining in different parts of India and of what should be done in order to help the nation to progress. It is the good fortune of the Conference that he has agreed to preside over it and the delegates may well expect a constructive and practical approach to the problems that educators are faced with.

In view of many important problems coming up for consideration at the forthcoming Conference—particularly the curricula of studies for Higher Secondary Schools—we hope that a fairly strong representative gathering of delegates from South India will be present at the Conference and take part in its proceedings. All these years delegates from South India have made substantial contribution to the deliberations of the Conference and it is hoped that the same contribution will be available this year also.

The Railway authorities provide travel concessions to registered delegates attending this conference and we expect a very large number of delegates from our State will avail themselves of this opportunity and attend the Conference. Further particulars about the Conference can be had from Shri B. D. Bhargava, Monsingh High Road, Jaipur City. The delegation fee is Rs. 3/- and delegates are requested to send the delegation fee and obtain the concession forms. They may also be had from the Secretary, South India Teachers' Union.

Our Building Fund

The nationalisation of Life Insurance by the Government of India has created a very difficult situation for the Union, as the building recently put up by the Protection Fund has been taken over by the Government and the Union is now without a building of its own. This position was placed before the Conference in May and the Conference and the General Body authorised the executive to take steps to put up a building for the Union in the site that has already been acquired. The executive board which met in July issued an appeal to all members of the Union to contribute at least Rs. 2/- per member so that we may have the money needed for the building. We are glad to note that several District Teachers' Guilds have endorsed this appeal of the executive and some Teachers' Associations have already come forward with generous donations, but the amount so far subscribed is very, very inadequate to meet the needs. We take this opportunity of appealing to all teachers to contribute liberally towards the building fund. At least a sum of Rs. 20,000 is needed to have a modest building for the Union and it will not be difficult to raise this money if every member of the Union should contribute the minimum of Rs. 2/-.

Puja and Deepavali are occasions when people give generously and also spend generously. May we suggest that on this occasion every member of the Union should make it a point to give his contribution either to the Teachers' Association or send it to the Treasurer of the South India Teachers' Union specifying that it is a contribution to the building fund. Before the year ends the Union must have its own building as otherwise the Insurance authorities would ask us to vacate the premises at the commencement of the next year. We trust that teachers will not allow their organization to remain homeless.